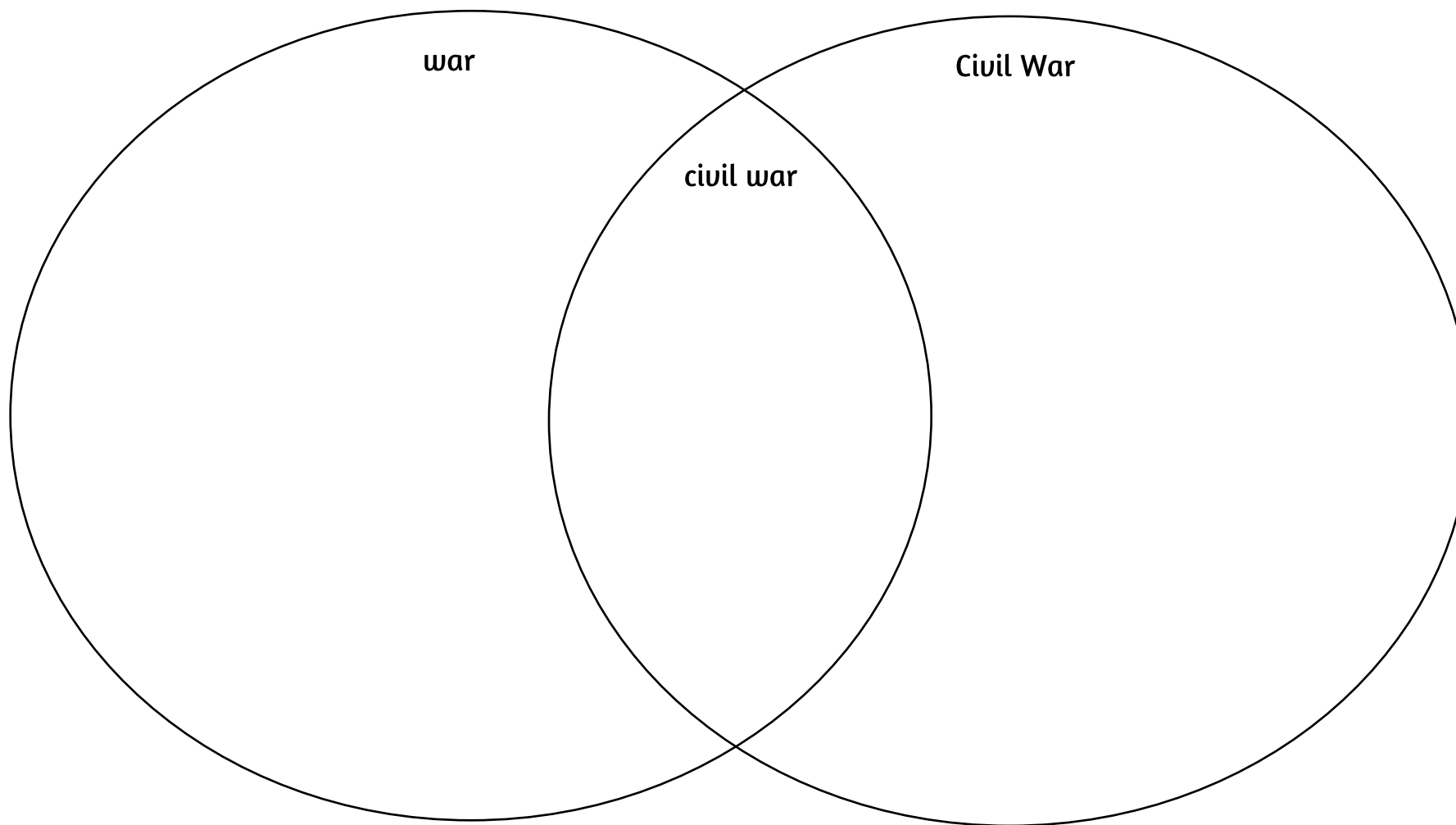




Name \_\_\_\_\_

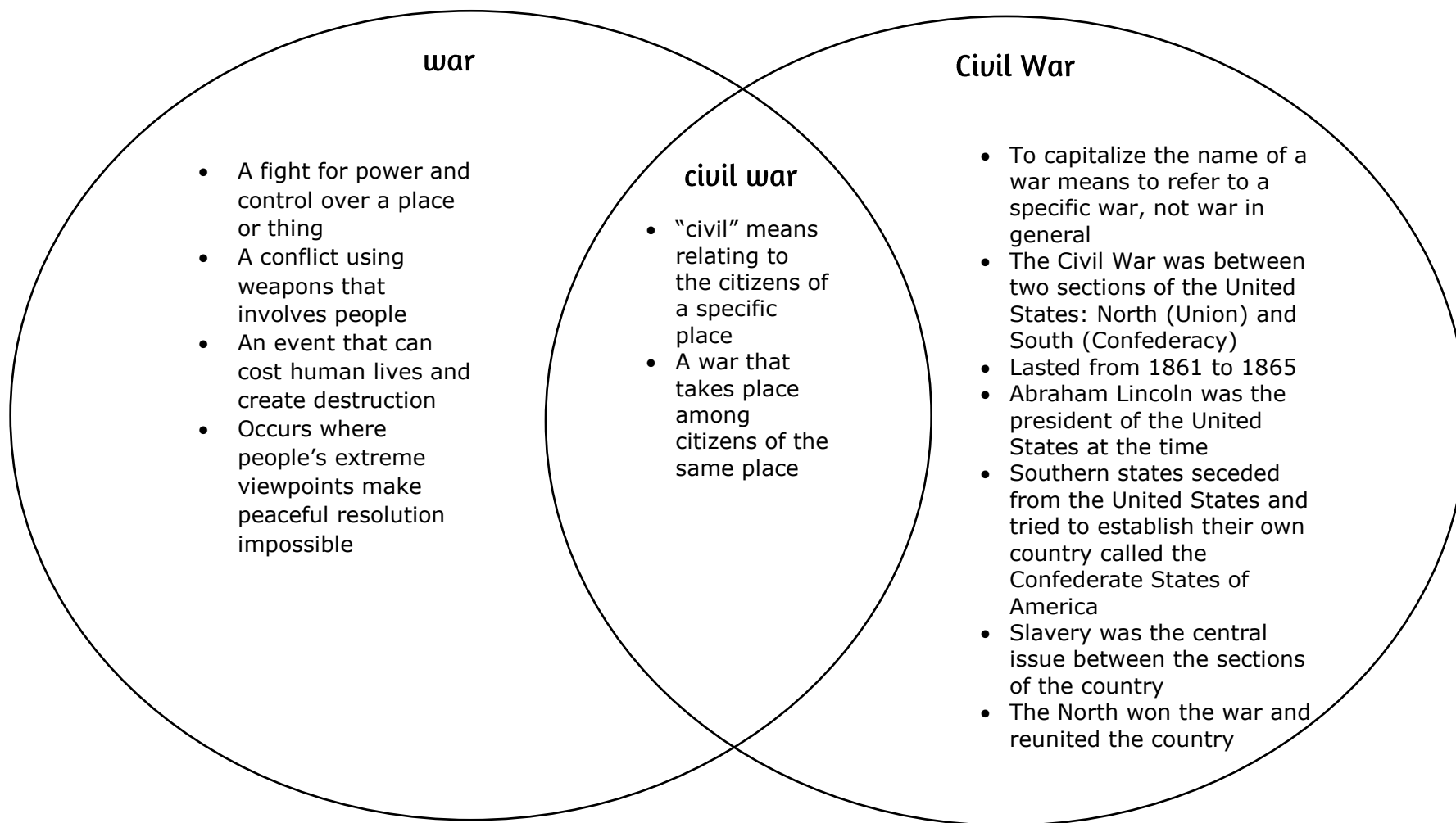
## Understanding Civil War





Name \_\_\_\_\_ **Possible responses**

## Understanding Civil War





Lesson 10.1: A House Divided Cannot Stand

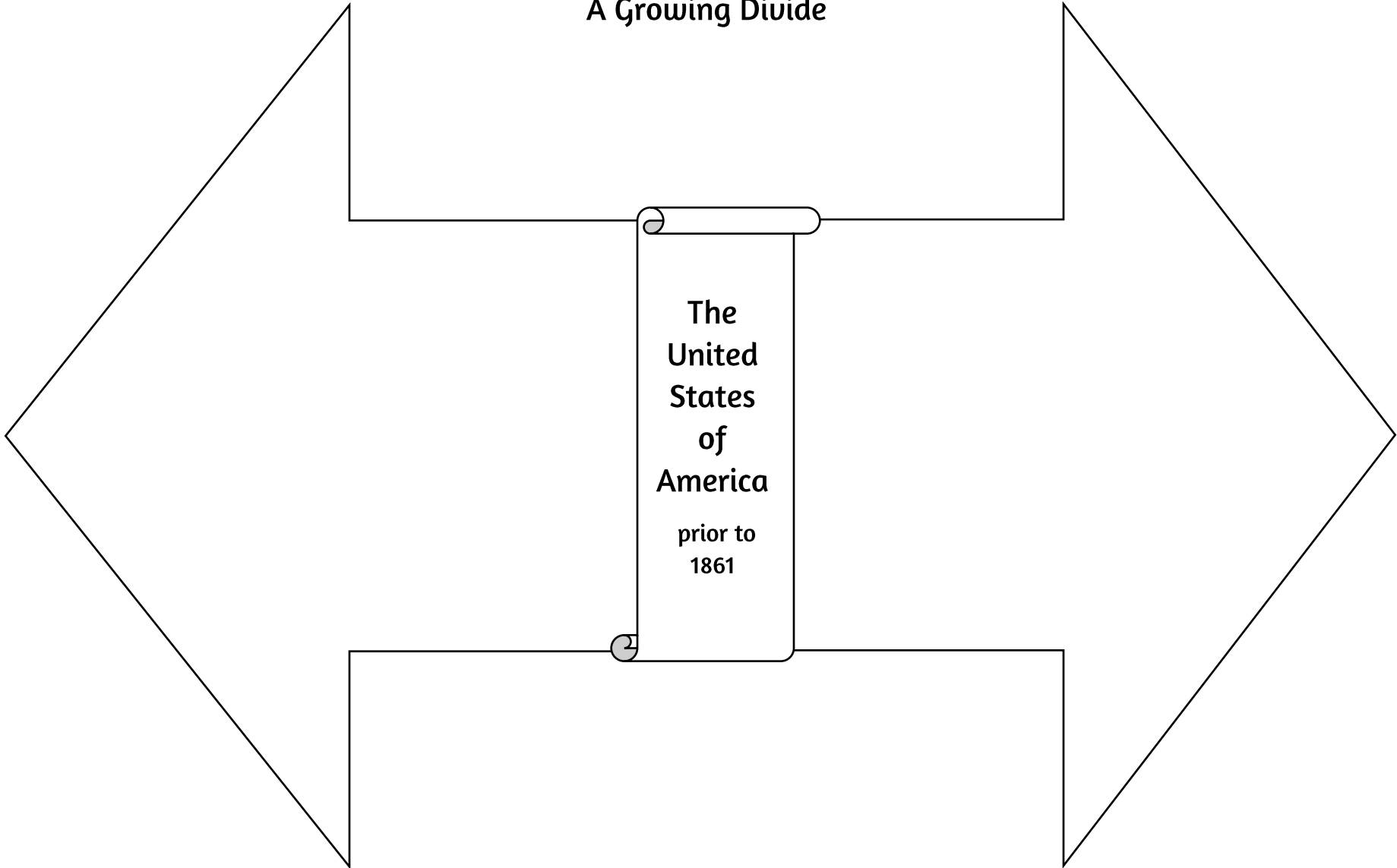
Name \_\_\_\_\_

### A Growing Divide

Preserve the Union

Secede and create a new country

The  
United  
States  
of  
America  
prior to  
1861





Lesson 10.1: A House Divided Cannot Stand

Name \_\_\_\_\_ **Possible responses** \_\_\_\_\_

**A Growing Divide**

Preserve the Union

- Legislation had attempted to compromise on issue of enslavement (e.g. Missouri Compromise, Kansas-Nebraska Act)
- Most Northern politicians believed national government should be more powerful than individual states = the Union is more important than individual state interests
- Abolitionist movement was strong in the Northern states
- Abraham Lincoln did not believe slavery should expand to any new states

**The  
United  
States  
of  
America**  
  
**prior to  
1861**

- Economic priorities of large plantation owners became cultural priorities of all white Southerners = enslavement is essential to the South's agricultural economy
- Most Southern politicians believed in states' rights over the national government = states are free to join or leave the Union
- Election of Lincoln in 1860 made it clear that enslavement would be limited or abolished across the country

Secede and create a new country



# QUICK CONNECT

Take a close look at a primary source!

## ENCOUNTER

**What do you notice about the source?**

**What do you see?** List 10 things you notice about the source. Be specific!

**Senses:** Use your imagination. What would your five senses (sight, touch, smell, sound, and taste) tell you about the source?

**30 seconds:** Look at the source for 30 seconds, then close your eyes and describe it to a partner. Now open your eyes. What did you miss?

**Draw It:** Sketch the source on a piece of paper. Be sure to show details and label parts you find interesting.

## INVESTIGATE

**What do you think about the source?**

**Wonder:** What three questions would you ask the artist/author/creator about the source?

**Define:** What five adjectives would you use to describe the source? Why?

**Purpose:** How would people have used or interacted with this source?

**Audience:** Who would have been using this source? Why do you think this source was created?

## BUILD

**What does this source mean to you?**

**History:** How does this source help you understand people's lives in the past?

**Real life:** Is there a source you use today that is similar to this one? Describe how they are similar and different from each other.

**Changes:** How has looking closely at the source changed your thoughts of it? What did you first think about it? What do you think now?

**Caption:** What could a caption for this source say? Make sure to include ideas you think are interesting about the source.

## Want to learn more?

Check out the Analyze It! section for worksheets and guided questions that take you through different types of sources so you can learn to think like a historian.



Lesson 10.1: A House Divided Cannot Stand

Name \_\_\_\_\_

## Not in My Country!

Read the excerpts of each document. Support your answers with examples from the text.

| Questions   | Jefferson Davis's letter to Franklin Pierce | John Hale's debate with Franklin Pierce |
|---|---|---|
| What does the writer say is wrong with the way the United States is functioning?            |   |   |
| What phrases or words let you know how the writer feels about the situation of the country? |   |   |



Lesson 10.1: A House Divided Cannot Stand

|   |  |  |
|---|--|--|
| <p>What does the writer say that lets the reader know he feels disconnected from the other section of the United States?</p>  |  |  |
| <p>One source is a personal letter to a friend. The other is reprinting of a public debate in a newspaper. How does the type of source impact what the writer/speaker shares?</p> |  |  |





Lesson 10.1: A House Divided Cannot Stand

## Excerpt of Letter from Jefferson Davis to Franklin Pierce, January 20, 1861

Washington D.C. Jan. 20. 1861

My dear friend,

I have often and sadly turned my thoughts to you during the troubled times through which we have been passing. I come now to the hard task of announcing to you that the hour is at hand which closes my connection with the United States, for the independence and union of which my father fought, and I have tried to follow his example in serving the country. But Mississippi, not as a matter of choice but of necessity, has resolved to secede. Those who have driven her to this alternative threaten to deprive her of the right that her government shall rest on the consent of the governed, to substitute foreign force for domestic support, to reduce a state to the condition from which the colony rose.

Civil war has only horror for me, but whatever circumstances demand shall be met as a duty. I trust be so discharged that you will not be ashamed of our former connection or cease to be my friend.

May God bless you is ever the prayer of your friend,  
Jefferson Davis

Jefferson Davis was a politician from Mississippi. He and his wife became friends with Franklin and Jane Pierce when they all lived in Washington, D.C., when Pierce and Davis were in the U.S. Congress. When Pierce became president of the United States in 1853, he asked Davis to join his government as the secretary of war. Pierce only served one term as president, and then returned to New Hampshire. He and Davis kept in touch. As the country became more and more divided, southern states started seceding from—leaving—the United States. Davis wrote this letter to Pierce right after Mississippi seceded from the United States. One month later, Davis became president of the Confederate States of America.

**Important note:** This selection has been edited, or cut out, from a longer piece of writing. Some of the original word choice, punctuation, spelling, and capitalization have been changed to make it easier for you to read.

Source: Franklin Pierce Papers, New Hampshire Historical Society

## Excerpt of John Parker Hale's Debate against Franklin Pierce As reprinted in the *Independent Democrat* on June 12, 1845

I go for the enlargement of freedom, but not of slavery. I support the Constitution and believe its rules should be followed, as it is in the sister States, but there I must conscientiously stop. The picture I have given is not exaggerated, as to the state of society and its advocacy for slavery, I say we need not only look to the South for this, I will refer you to a description of slavery's blessings published in a New Hampshire newspaper that favorably compares the slave of the South to the hard-fisted workingmen of the North. I say my friends of the North, is this a faithful picture of your condition?

May it be read on my tombstone, that he who lies beneath surrendered office, place and power, rather than bow down and worship slavery.

In June 1845, Franklin Pierce and John Parker Hale met in Concord to debate slavery. They had been friends and colleagues for many years, but when Hale became an abolitionist, their friendship ended. They had both been elected to office as Democrats. But Hale was publicly critical of the Democratic party's decision to support adding Texas, which was then an independence republic, to the United States. Annexing, or adding, Texas would add a slave state, and he opposed expanding slavery. Pierce pushed Hale out of the Democratic party and tried to prevent him from being re-elected to the U.S. House of Representatives.

Hale ran for re-election as an independent candidate. During his campaign he traveled all over the state explain his views on slavery. During one of those talks, he debated Pierce. Hale said that he supported the Constitution, but that the Constitution was being used to add more territory to the country that would spread slavery. He had to follow his conscience, which told him that slavery was wrong.

Hale also criticized an article that recently appeared in a New Hampshire newspaper. The article compared the living situation of enslaved people in the South to poor factory workers in the North. The article claimed that enslaved people were taken care of by their enslavers. Although they had to work hard, they didn't have any worries. But poor factory workers in the North weren't paid enough to feed their children, and nobody took care of them. Pro-slavery Northerners often made this argument. Hale disagreed with it.

**Important note:** This selection has been edited, or cut out, from a longer piece of writing. Some of the original word choice, punctuation, spelling, and capitalization have been changed to make it easier for you to read.

Source: New Hampshire Historical Society



Name \_\_\_\_\_ **Possible responses** \_\_\_\_\_

## Not in My Country!

Read the excerpts of each document. Support your answers with examples from the text.

| Questions  | Jefferson Davis's letter to Franklin Pierce  | John Hale's debate with Franklin Pierce   |
|--|--|---|
| <p>What does the writer say is wrong with the way the United States is functioning?</p>            | <p>Davis says the federal government is preventing states like his own, Mississippi, from making the choices best for their citizens and in doing so, will ruin their economic prosperity. He writes:</p> <p>"Those who have driven Mississippi to this alternative threaten to deprive her of the right to require that her government shall rest on the consent of the governed, to substitute foreign force for domestic support, to reduce a state to the condition from which the colony rose."</p> | <p>Hale, who writes "the picture I give is not over drawn, as to the state of society and its acceptance of slavery" is horrified that so many people the country seem to think slavery is just something that needs to be accepted. His opening sentence suggests that the way the Constitution is being interpreted and the way the country is growing are supportive of slavery.</p> |
| <p>What phrases or words let you know how the writer feels about the situation of the country?</p> | <p>Davis says the thought of civil war gives him "horror" but that he is bound by duty to support Mississippi in its entry to the "trial of secession." He seems to feel sadness and worries about how this will separate him from longtime friends like Pierce, to whom he has "often and sadly" turned his thoughts.</p>   | <p>Hale uses the phrase "conscientiously stop," meaning his personal beliefs and values prevent him from any further agreement with the actions of other states. His final sentence is very dramatic; he says that after he dies he would want it to be known that he was willing to give up his career and power rather than "bow down" to the popular acceptance of slavery.</p>      |



Lesson 10.1: A House Divided Cannot Stand

|   |   |   |
|---|---|---|
| <p>What does the writer say that lets the reader know he feels disconnected from the other section of the United States?</p>  | <p>Davis writes that the "hour is at hand which closes my connection with the United States." He feels what the federal government is doing is too controlling and damaging to individual states. He remarks that it is hard for him to believe this is so in the country "for the independence and union of which my father bled."</p> | <p>Hale says he wants the country to grow, but not with slavery the way Southern states do. He supports the Constitution, but does not believe its laws should be read as supporting slavery.</p> <p>Hale refers to a New Hampshire newspaper article that compares the situation of enslaved people in the South to poor, hardworking free people in the North. He cannot believe such a comparison is being made. He sees slavery in the South as so extremely wrong that comparison is not just incorrect but unthinkable.</p> |
| <p>One source is a personal letter to a friend. The other is reprinting of a public debate in a newspaper. How does the type of source impact what the writer/speaker shares?</p> | <p>Davis is writing personal thoughts and feelings he likely believed would be kept confidential. It is unlikely that he would want all supporters of the Confederacy to know these thoughts.</p>   | <p>Hale is trying to convince a crowd of listeners to agree with him. He also likely knows there are reporters in the audience who will share his remarks with an even wider audience. He wants to say things that will be remembered. The speech is transcribed in a newspaper article, so this source must be viewed as a secondary source not a primary source.</p>  |



Lesson 10.1: A House Divided Cannot Stand

## Abraham Lincoln's address to the Illinois Republican State Convention

Springfield, Illinois, June 16, 1858

Mr. President and Gentlemen of the Convention,

If we could first know *where* we are, and *whither* we are tending, we could better judge *what* to do, and *how* to do it.

We are now far into the fifth year, since a policy was initiated, with the *stated* object, and *confident* promise, of putting an end to slavery tension.

Under the operation of that policy, that tension has not only, *not ceased*, but has *constantly increased*.

In *my* opinion, it *will* not cease, until a *crisis* shall have been reached, and passed -

"A house divided against itself cannot stand."

I believe this government cannot endure, permanently half *slave* and half *free*.

I do not expect the Union to be *dissolved* - I do not expect the house to *fall* - but I do expect it will cease to be divided.

It will become *all* one thing, or *all* the other.

Either the *opponents* of slavery, will arrest the further spread of it, and place it where the public mind shall rest in the belief that it is in course of ultimate extinction; or its *advocates* will push it forward till it shall become alike lawful in *all* the States, old as well as new-*North* as well as *South*.

Have we no *tendency* to the latter condition?

Let any one who doubts, carefully contemplate that now almost complete legal combination - piece of *machinery* so to speak- compounded of the Nebraska doctrine, and the Dred Scott decision. Let him consider not only *what work* the machinery is adapted to do, and how well adapted; but also, let him study the *history* of its construction, and trace, if he can, or rather *fail*, if he can, to trace the evidences of design and concert of action, among its chief bosses, from the beginning.

Source: "House Divided Speech," Lincoln Home National Historic Site website, National Park Service

**Important note:** This selection has been edited, or cut out, from a longer piece of writing. Some of the original word choice, punctuation, spelling, and capitalization have been changed to make it easier for you to read.